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ABSTRACT

In 1987, the Board of Education of the Pittsburgh (Pennsylvania) Public Schools set goals for reducing the achievement gap between black students and white students and improving the educational outcomes of all low achievers, regardless of race. This paper summarizes programs, most involving parents, community leaders, and the corporate sector in service delivery for at-risk students, that have emerged from the 1987 board priorities. The initiatives described fall into the following categories: (1) district-based programs; (2) city-based programs; and (3) state-supported programs. District-based programs include the following: (1) community educational activity centers (CEACs); (2) Explorers of Growth Opportunities (EGO); (3) Pittsburgh Achievement in Secondary Schools (PASS); and (4) Pittsburgh Achievement Renaissance (PAR). City-based programs include the Pittsburgh New Futures initiative and the Mayor's Commission on Families. State-supported programs include Teacher Expectations and Student Achievement (TESA) and Occupational Vocational Technical (OVT) programs, such as: (1) Second Chance; (2) Select Employment Trainee Program (SET); (3) Summer Academy; (4) Northside Civic Development Project; and (5) Business and Finance Academy. A 13-item bibliography is included. Appendices include Board of Public Education priorities for 1980 and 1986, and 1987-88 goals of the Mayor's Commission on Families, including strategies, implementers, and timetables for goal accomplishment. (AF)

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COLLABORATIVE INTERVENTION APPROACHES FOR AT-RISK YOUTH: THE PITTSBURGH EXPERIENCE

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I. Introduction

Despite the fact that an ever increasing number of children in America's public schools are either black or Hispanic and come from low income families, these children have historically attained only marginal levels of education. For many years, the poor performance of black children was attributed to the disparity in resources between predominantly black and predominantly white schools. Thus, reform efforts during this era focused on integrating schools in order to reduce the disparity between the human and physical resources offered to black and white students. However, more recently, as the number of black, Hispanic, and low income children who leave school before graduation has increased to alarming proportions, the central question is no longer whether these children will be seated next to a white or more affluent child, but whether they will be in school at all.

Curiously, the quest to understand the causal precursors associated with early school leavers has revealed much about the nature of the school experience of the low achieving, at-risk child. For example, in their recent book, Dropouts in America: Enough Is Known For Action, Andrew Hahn and Jacqueline Danzberger identified a number of factors such as ineffective policies and practices, and the excessive use of suspensions as a behavior management strategy which sharply differentiated the school experiences of low achieving and high achieving students. Similarly, black, Hispanic, and low income children have been found to be over-represented in classes for the educable mentally retarded and under-represented in classes for gifted and talented students. (Rist, 1970; Children's Defense Fund, 1985). A rather sizeable body of research on teacher expectations (cf. Rosenthal and Jacobson, 1968; Good, 1981; Dusek and Joseph, 1983) has demonstrated that many teachers often assume that ethnicity and social class are predictive of students' intellectual skills, and, thus, interact with presumed high and low achievers in a fashion consistent with these expectations.

If nothing else, these findings seem to suggest that the quest for equal opportunity schools and classrooms requires much more than redesigning a district's school assignment plan in order to achieve racial balance. At minimum, the complex circumstances and underlying causes which are associated with America's at-risk youth require a strong commitment from educators to prioritize the issue of equity in student achievement. Even more desirable is the willingness to adapt educational programs to accommodate the needs of all students in a manner that acknowledges and respects the diverse cultural, ethnic, and socioeconomic backgrounds inherent in the student populations of most public school systems.

The Pittsburgh Public Schools has responded to the challenge of providing a quality education to all children in a number of ways. In 1980, the Board of Directors identified the goals of improving student achievement, establishing and enforcing effective discipline policies, and refining the evaluation and staff development systems for teachers as the top priorities (see Appendix A). Shortly thereafter, a number of initiatives such as the Monitoring Achievement in Pittsburgh (MAP) program, the School Improvement Program (SIP), and the Schenley and Brookline Teacher Centers emerged (see Davis and Denton, 1987 for a more complete review).

These and other new programs and practices had the net effect of improving student achievement substantially in a relatively short period of time. For example, in 1981 the percentage of Pittsburgh students scoring at or above the national norm on the reading, language, and mathematics subscales of the California Achievement Test (CAT) was 46%, 42%, and 57% respectively. By 1986, the percentage of students performing at or above the national median in reading, language, and mathematics had increased to 60%, 70%, and 73% respectively. These and other indices of student performance seemed to suggest that the Pittsburgh Public Schools had responded vigorously and effectively to the challenge of improving student achievement.

However, when the district began disaggregating the CAT results by race in 1984, it became apparent that the increases in achievement by white students in each content area far surpassed the achievement gains by black students; 12 percent more white students than black students performed at or above the national median in reading; 14 percent more white students than black students in language; and 9 percent more white students than black students in mathematics. The disaggregated analysis of achievement scores further revealed that the achievement gap tended to widen across grade levels. For example, the achievement gap between black and white students in reading increased from 13 percent in grade one to 30 percent in grades nine through twelve. When one considers the fact that approximately 53 percent of Pittsburgh students are black, these results tended to dampen the initial enthusiasm that was generated from a review of the overall improvement in student achievement.

As a result, the Board identified the goal of reducing the achievement gap between black and white students as the district's primary objective in the 1987 Board Priorities (see Appendix B). The goal of improving the educational outcomes of all low achievers, regardless of race, was also identified as a primary objective in the updated list of priorities. Through the establishment of these priorities, the district simultaneously acknowledged both the existence of a problem and its responsibility in working towards the alleviation of this problem.

The present paper summarizes a number of programs within the Pittsburgh Public Schools which have emerged from the 1987 Board Priorities. Because of the diverse number of causative factors that are associated with the achievement gap and the problem of low achieving students, the programs are necessarily eclectic. Perhaps the most striking nature of most of these programs is that they involve parents, community leaders, and the corporate sector into the service delivery system for at-risk students. This format is based on the assumption that both the underlying causes of low achievement, as well as the potential sources of assistance for at-risk youth,

extend well beyond the parameters of the school environment and should, therefore, be anchored in a collective problem-solving approach.

II. District-Based Programs

A. Community Educational Activity Centers (C.E.A.C.)

The first program which was initiated as a direct result of the 1987 Board Priorities was Community Educational Activity Center (C.E.A.C.). During the summer of 1987, the first of these centers provided approximately 100 low achieving elementary students residing in a large public housing project with intensive enrichment experiences in reading and/or mathematics, study skills, and multicultural education. The summer pilot program operated four days per week for five weeks and was staffed by a team of four reading teachers, four mathematics teachers, a lead teacher, developmental advisor, home and school liaison and project coordinator. With the opening of the 1987-88 school year, the initial pilot site emerged into a half-day Saturday program at the same location. Two additional sites have opened to date to provide similar services to low achieving elementary students who reside in other areas of the city.

In addition to focusing on basic skills development, the C.E.A.C. program is also oriented towards enhancing the students' social skills, and addressing individual counseling needs. The centers also place a prime emphasis on parental involvement. To that end, the program assists parents in motivating their children and becoming effective home-based tutors.

In fact, the successful implementation of the three pilot centers can be largely attributed to the development of an effective collaboration between parents, community leaders, and school district personnel. At each site, parents volunteer as classroom observers, recruiters, and tutors. Parent and community representatives at

the intitial site have also created a Service Provider's Network which coordinates the available support services and serves as a link between the community and the Mayor's office. An extensive set of evaluative activities are coordinated by a member of the district's research and evaluation team. If the results of the pilot year are encouraging, the C.E.A.C. program will possibly expand to additional sites.

B. Explorers of Growth Opportunities (EGO)

Explorers of Growth Opportunities (EGO) is the district's pilot program focused at the middle school level to begin to address the needs of low achieving students. EGO was developed after a careful review of the literature pertaining to achievement and the emerging adolescent.

Purkey (1970) stated the following:

> "For generations, wise teachers have sensed the significant and positive relationship between a student's self-concept of himself and his performance in school. They believed that the students who feel good about themselves and their abilities are the ones who are most likely to succeed. Conversely, it appeared that those who see themselves and their abilities in a negative fashion usually fail to achieve good grades. Academic success or failure appears to be as deeply rooted in concepts of the self as it is in measured mental ability, if not deeper."

This statement seems to reflect the thinking of many educators and researchers. Educational researchers such as Purkey, Brookover and Fink have consistently stated that there is a definite relationship between a student's self-concept as a learner and that student's level of achievement. Positive self-concept as a learner is linked very closely with classroom success and positive student achievement results. John Lounsbury et al (1982) in This We Believe also identified the importance of the development of a positive self-concept in the transescent, during the middle school years. An obvious challenge for the middle school teacher is, therefore, the process of nurturing a positive self-concept with the student who consistently experiences difficulty in the classroom.

The district response to that challenge has been EGO at the middle school level. This program recognizes the importance of providing teachers with strategies for (1) personalizing education, (2) building study skills and (3) supporting the development of positive self-concept in transescents. In conjunction the following objectives were developed:

A. The students will be able to demonstrate an understanding of basic study skills that contribute to success in the classroom by recording improved academic success.

B. The students will improve their self-concepts as learners, which will be determined by scores on the Coopersmith Self-Concept Survey.

C. The students will demonstrate a concern for self-improvement by participating in after school tutorial sessions, submitting extra credit work and attending mentoring sessions.

The hub of the EGO program is centered around on-going personalized teacher/student interaction called mentoring. Once or twice a week, teachers and developmental advisors who have volunteered to participate in this program meet with students individually or in small groups to discuss school related problems and/or progress, receive training in study skill development, receive positive reinforcement or to participate in activities designed to support positive self-concept growth. Each teacher is responsible for mentoring six students during the school day. Teachers are generally relieved of duty assignments to perform this role. Students are pulled out of related arts classes or other classes with the permission of the sending teacher.

Another dimension of the EGO program is the "school developed" support program. This is either an after school peer tutoring or an extended personalized education program. In the middle schools where tutoring is offered, high school students who've graduated from the respective middle school return to offer support to their younger peers twice a week. The tutors receive training and a minimal stipend to promote effective interaction and consistency. In the extended personalized education effort, staff in the school agree to identify one low achieving student to <u>intensively support</u>

and keep a "watchful eye on". They also participate with their partner student in other after school activities such as dinners, sports events and recognition affairs. Both the personalized education support and peer tutoring efforts are powerful in their impact on students.

In order to facilitate this program the district is providing each participating teacher or developmental advisor (counselor) with 15 hours of inservice training. The inservice training focuses on mentoring skills, related activities and study skill development training. This program is coordinated by a member of the district's Staff Development Team and a member of the Testing and Evaluation office. This management team also coordinates other EGO program support efforts.

These efforts are intended to facilitate communications and maximize program impact. The management team produces a newsletter highlighting student progress and recognizing student achievement. They also coordinate the program's research component. Awards, field trips and other support activities are also products of this management team effort. They work collaboratively with the principals and designated school contact teachers to make the program vision a reality.

Currently, EGO is being piloted in three middle schools. These schools are the Allegheny Middle School, Frick International Studies Academy and Greenway Middle School. There are 109 students, 20 teachers and one developmental advisor participating in the program. At the end of this school year the data will be reviewed. If the program impact is significant, Explorers of Growth Opportunities will be replicated in every district middle school.

C. Pittsburgh Achievement in Secondary Schools (PASS)

Pittsburgh Achievement in Secondary Schools (PASS) is the pilot program in place at the high school level to support low achieving students. This program was developed after careful review of the research produced by Rodger and David Johnson,

Robert Slavin and William Glasser. This body of research emphasizes the positive impact that cooperative learning activities and reality therapy have on the low-achieving learners at the secondary level.

The following goals highlight the focus of the program:

A. Train a cadre of teachers/pupil service staff to incorporate the Pittsburgh Achievement in Secondary Schools Model in content area classes.

B. Train a cadre of teachers/pupil service staff to provide an on-going enrichment program for low achieving students.

C. Provide low achieving students the opportunity to attend mainstream classes that incorporate the Pittsburgh Achievement in Secondary Schools Model.

D. Provide low achieving students with an on-going mentoring/study skills program.

E. Analyze the program results for possible recommendations for system-wide adoption.

The program is being piloted at two sites to determine the impact of PASS on low achieving learners. This program involves the training of (1) a team of ninth grade teachers in the areas of Math, Science, Social Studies and English, (2) a teacher program facilitator and (3) a pupil service staff member at each site. This team of six educators focuses its efforts on 50 low achieving ninth grade students in each pilot school.

These teams of educators at Westinghouse and Carrick High Schools each participated in a one week paid inservice training program prior to the opening of school in August 1987. They also receive additional training throughout the school year. As a result, teachers are expected to incorporate the PASS model of cooperative learning in mainstream classes, meet with identified low achieving students twice a week in a structured ninth grade enrichment class on study and school survival skills, and use the mentoring techniques and strategies to facilitate increased student communication. The members of the team also use three periods of school time per week to develop PASS materials and to participate in staffings.

If the findings of this program's research component are positive, then recommendations will be made to expand the program to additional grade levels and schools. Not only will achievement data be reviewed, but also data on attendance, suspensions and results on the Self Concept As a Learner Scale administered to students. This program has a tremendous potential for success.

D. Pittsburgh Achievement Renaissance (PAR)

Pittsburgh Achievement Renaissance (PAR) is a program that was developed to target the Board priority of eliminating the "racial achievement gap" between the black and white student populations. Even though approximately 75% of Pittsburgh Public School students achieve at or above national norms, there still exists a significant gap in achievement between black and white students. Typically, white students have scored from 8 to 28 points above black students, depending on the school. PAR focuses on strategies to support the low achieving black students in the district.

There are three stages in this effort. The first stage is the Preparation Stage. This represents the first year of the program and the stage currently in place. During this stage all content area Associate Directors and Supervisors collaborate with the Staff Development Team to explore every avenue for infusing the district with a greater sensitivity to the needs of black low-achieving students. By doing so it is expected that all students will ultimately benefit. During this first stage all administrators in the district are receiving approximately 16 hours of related inservice training. This training focuses on classroom observation strategies, programs to improve student and staff self-esteem, racism in the school and classroom, strategies to promote equal opportunity classrooms, techniques for promoting success, study skill development and multicultural awareness. The final component of this presentation stage is the individual school assessment activity. Each administrator will review his or her school's data, including test results, black attendance and

suspension rates and other relevant data to determine the school's inservice training needs. Of course, administrators will actively involve their staffs in discussions on this topic, as well. As a result of this process, administrators will make decisions on their participation in stage two.

Stage two represents the Implementation Stage of a district-wide teacher inservice program based on school needs. Inservice training will be provided to schools in the four quadrant areas representative of the total PAR curriculum. The PAR quadrants are as follows:

I. Building Learning Success
   - A. Strategies for Building Meaning
   - B. Modes of Grouping to Enhance Instruction
   - C. Strategies to Support the Reluctant Learner
   - D. Strategies for Improving Memory

II. Learning to Learn
   - A. Developing Study Strategies in the Classroom
   - B. Improving Student Test Taking Skills
   - C. Sharing Tactics for Thinking

III. Insuring Higher Level Expectations
   - A. High Expectations Related to Response Opportunities
   - B. High Expectations Related to Feedback
   - C. High Expectations Related to Personal Regard
   - D. Observation Strategies Related to Teacher Expectations

IV. Building Self-Esteem
   - A. Multicultural Awareness: The Impact of Cultural Differences in the Classroom
   - B. Equal Opportunity Classrooms
   - C. Class Membership
   - D. ASTRA in the Classroom
   - E. Observation Strategies Related to Classroom Interactions and Self-Esteem

From these quadrants, inservices will be presented to schools by a cadre of district trainers in collaboration with the school's administrative team and selected teachers. Each school will be required to participate in these individualized

inservices. Half day (student release) inservices will be made available. Every building administrator will be required to make weekly observations with classroom equity and related issues as the focus. In addition, during this Implementation Stage pilot schools at the elementary, middle and secondary level will be identified. At these schools, where the need appears to be greater, an intense support program will be installed. At these schools approximately 100 teachers will be immersed in the total PAR program. This immersion will include 25 hours of paid inservice in addition to the ½ day sessions. It will also include extensive peer observation and feedback activities. In these sites students and staff will participate in a research project to determine impact. In the district at large data will be disaggregated throughout the year to monitor individual school progress in achieving their PAR related goals. The third stage of the project will be a school by school re-evaluation of progress and refocus on next steps. The districts computer system will be able to provide a school by school, class by class, picture of progress broken down by race.

This Pittsburgh Achievement Renaissance (PAR) program is intended to mobilize every administrator and sensitize every teacher to the various dimensions of the problems that face low achieving black students in particular and at-risk students in general. In addition, it will also provide Pittsburgh Public School educators with skills and strategies to improve existing circumstances and learning opportunities for at-risk students.

III. City-Based Programs

A. The Pittsburgh New Futures Initiative

In addition to the district-based programs that are attempting to service at-risk youth, a variety of programs at the municipal government level have also emerged. The

most ambitious and comprehensive of these city-based programs is the Pittsburgh New Futures Initiative (PNFI). Funded by the Annie E. Casey Foundation, the PNFI was notified in early Spring, 1988 that Pittsburgh was one of five cities in the country that would be funded by the Connecticut-based foundation. The grant will be administered by a newly-formed, non-profit corporation that will be affiliated with the Pittsburgh Foundation.

Eight Pittsburgh Schools have been designated as New Futures Community Schools. The overall goals of these schools will be:

1. To emphasize the prevention of problems which typically afflict at-risk youth by offering them a variety of enrichment activities which begin at the elementary level and continue beyond graduation from high school.

2. To provide positive incentives for students, parents, and staff to become actively involved in the life of the school.

3. To coordinate an integrated set of programs oriented towards increasing student achievement, reducing the number of teenage pregnancies, enhancing youth employment potential, and encouraging students to remain in school until graduation.

In addition to the Pittsburgh Public Schools, the Pittsburgh Foundation, and the City of Pittsburgh, a number of local community-based organizations such as Urban Youth Action, Red Cross, and the Manchester Craftsman's Guild will be involved in the Pittsburgh New Futures Schools. This alliance between the municipal government, the public school system, local foundations, and social services agencies is predicated on the belief that both the precipitating causes and potential remedies to the problems facing today's children are best approached through the collaboration of many existing resources.

B. <u>The Mayor's Commission on Families</u>

In recent years, the City of Pittsburgh has consistently recorded one of the highest infant mortality rates in the country for cities with populations of 500,000 or more. For example, between 1970 and 1982, Pittsburgh obtained one of the three worst infant mortality rates eight times. The problem of infant deaths is

particularly acute in the black community; in 1984, the mortality rate for black infants was 23.3 per 1,000 and 9.7 per 1,000 for white infants. In other words, the black infant mortality rate in Pittsburgh is nearly two and one-half times higher than the corresponding rate for white infants.

In response to these alarming statistics, Pittsburgh Mayor Richard Caligiuri commissioned the Consortium to Improve Pregnancy Outcomes in Pittsburgh in 1985. The consortium was charged with the responsibilities of identifying causes and potential solutions to the problem of infant mortality. After studying eight city wards and eleven neighborhoods within those wards, the Consortium concluded that the high number of infant deaths could be attributed to a broad range of structural, social, and medical factors. Structurally, many of the mothers in these neighborhoods were unemployed and poorly educated. Socially, many of these same mothers were single-parent teenagers. A host of medical factors such as inadequate prenatal and postnatal care also seemed to beset many of these mothers and their young children.

Thus, in 1987 Mayor Caligiuri created the Mayor's Commission on Families as a vehicle for implementing the recommendations of the previous fact-finding consortium. Four committees - (1) Healthy Communities; (2) Healthy Babies; (3) Healthy Families, Informational; and (4) Healthy Families, Social - were subsequently organized within the commission to provide oversight and direction. Key representatives from local corporations, social service agencies, public and parochial schools, and the political sector were recruited to serve on the various committees.

To date, the Mayor's Commission on Families has been quite successful in addressing many of the critical factors associated with infant mortality. For example, Pittsburgh Public Schools Superintendent has endorsed the goal of insuring that 70 percent of all children residing in high risk neighborhoods will perform at or above the national norm on standardized reading and mathematics tests. The commission has also produced and distributed a directory of services for parents and a "Teen

Yellow Pages" directory for students. Chapters of neighborhood organizations called Our Families have also been established in several high risk communities. These neighborhood organizations prioritize goals and serve as a liaison between the Commission and the communities. One chapter of Our Families has been instrumental in supporting the establishment and operations of the C.E.A.C. program discussed earlier.

A listing of the goals and objectives of the Commission for 1987-88 can be found in Appendix C. It is important to note the diverse goals and stakeholders that have been included into the Commission's workscope. Like the Pittsburgh New Futures Initiative, the Mayor's Commission on Families demonstrates the commitment of many different groups within the Pittsburgh community to addressing the needs of at-risk youth.

IV. State-Supported Programs

A. Teacher Expectations and Student Achievement (TESA)

Teacher Expectations and Student Achievement (TESA) is one of the most successful state funded programs in the district. This program specifically focuses on the needs of low achieving students. TESA is a teacher training program that sensitizes participants to the necessity of creating equal opportunity classrooms, which empower both low and high achieving students. Teachers from across the district at all grade levels and content areas apply to participate. This program has had such a powerfully positive impact in the district that there is always a greater number of applicants than positions available. This is significant, given the fact teachers are not paid for their participation. Customarily, participants are only invited to a monthly dinner meeting as a primary reward for program involvement. However, teachers indicate on program evaluations that the professional growth and the collegiality experienced more than compensate for the lack of monetary perks.

The collegiality and professional growth dimensions are a direct product of the program's organization. Each month the 60 teachers accepted into the program meet for a four hour evening dinner meeting. During this meeting teachers are inserviced by other teachers on the three strands of interactions which positively affect low achieving students. Those strands are (1) response opportunities, (2) feedback, and (3) personal regard. Within these strands are topics such as latency or wait-time impact, praise strategies and the use of higher level questions. This curriculum is made meaningful by integrating a system of peer observation and feedback.

During these training sessions teachers are also trained to observe one another in teaching situations and to provide feedback on interactions in the three strands. Teachers are grouped in cross grade level observation teams of 4 or 5 persons. Teachers are then replaced by a substitute once a month, in order to travel to other schools to observe team members in the classroom. Feedback on the quality of classroom interactions observed follows each set of observations. In this way teachers strive to improve the quality and equity of interactions with low achievers, who have typically been short changed. Research from studies by Brophy and Good, Mary Budd Rowe and others indicate that when interested teachers are alerted to the inequity in their classroom behaviors, low achievers benefit significantly from the teacher's self directed improvement efforts. This non-threatening collegial teacher training program has been very successful in providing teachers the opportunity to grow professionally.

TESA also promotes articulation among secondary, middle and elementary teachers. Teachers across grade levels and content areas develop a greater appreciation for other programs and the competencies of their peers. In addition, they gain a greater understanding of the common problems confronting both educators and low achieving students in a variety of situations.

B. Occupational Vocational Technical (OVT)

The Occupational Vocational Technical (OVT) department in the Pittsburgh Public Schools has provided approximately 20 programs to respond to the needs of at-risk students. These programs are generally supported by multiple sources including state, district, and foundation funds. These programs also vary in their impact focus. They generally focus on (1) world of work skill development and preparation, (2) job placement or (3) alternative academic program support targets. Prime examples of these highly successful programs for at-risk students are described by Fred Monaco of the OVT department as the following.

SECOND CHANCE - This project which commenced in April, 1987 was designed to support 9th grade students who had failed the first three (out of four) report periods and had no hope of passing to the tenth grade. These students were placed in self-contained classrooms and were given intense instruction in four academic subjects as well as physical education. They were given $4 per day for participation in the project as well as the promise of a summer job. Of the 112 students enrolled, 84 successfully passed to the tenth grade. During school year 1986-87, 78 of the 84 who completed were employed in the Summer Youth Program. These students and the School District have received numerous benefits from this program. Students passed to the next highest grade, they collected payments for participation, and they received a valuable work experience. The project was conducted in five high schools and each school had a separate name, autonomy, and each principal was able to do what he or she felt was necessary for their youth. The names were: Brashear, "Kids, Inc."; Carrick, "Project Success" or "Turn Around"; Letsche, "Project Retrieval"; Oliver, "Triple A"; and Westinghouse, "Project Success".

As in all summer programs the students will continue to be supported year round by members of the Select Employment Trainee (SET) staff.

SELECT EMPLOYMENT TRAINEE PROGRAM (SET) - The ultimate program for dropout prevention and employment for high school youth who are "at-risk" is Project SET. This is the first and only cooperative education program for "at-risk" youth in Pennsylvania to receive exemplary status by the Department of Education. Employment, career development, tutor/mentoring or a "whatever-it-takes" effort is provided to these youth by professionals and paraprofessionals. The exemplary status award allows other Pennsylvania school districts to observe and replicate this project starting this school year. It is interesting to note that the program has had visitors from Iceland, Germany, British Honduras, Grenada, Haiti, India, Indonesia, Mauritius, Philippines, and Sri Lanka.

SUMMER ACADEMY - This is a special dropout prevention program utilizing Appalachian grant money to support approximately 75 middle school youth who were not being promoted to the 9th grade. Through this program they were able to pass subjects needed in order to enter high school in the fall. Additional support was given to the students for the first time by offering an incentive of $4 per day for strict attendance and cooperation, with the possibility of a job on the summer youth program for successful completion. Of the 49 students who completed the program, 31 received summer jobs.

NORTHSIDE CIVIC DEVELOPMENT PROJECT - Through the Neighborhood Centers Association, students have the opportunity to compete for 100 gift certificates given by the Allegheny Center Merchants during summer employment. The students must attend seminars after work on "Alcohol and Drug Abuse", "Parenting", "Interview Techniques", and "Sex Related Diseases". Students are rated by their employers on attendance, punctuality, ability to get along with others, etc. Those students who had the highest ratings received a $140 reward for a "back to school" wardrobe. The top six student candidates received this top reward.

BUSINESS AND FINANCE ACADEMY - In conjunction with the Urban League of Pittsburgh and with supplemental funding from the Edna McConnell Clark Foundation, underachieving Westinghouse High School students are receiving support needed to make a transition into employment or post secondary institutions. This school-within-a-school model is presented by vocational and academic instructors. As of July 1, 1987 not only have the youth experienced employment in the bank industry, but Mellon Bank has a "branch office" at Westinghouse High School.

This sampling of OVT programs represents the diverse nature of efforts to provide a meaningful opportunity for all students in the Pittsburgh Public Schools to experience success. Hope coupled with opportunity equals a second chance.

V. Conclusion

Like most large urban cities today, the city of Pittsburgh, its people and schools, are beset with a host of problems which create and sustain a large underclass of young people. None of these problems - unemployment, dropouts, or infant mortality to name a few - are either unidimensional or simple. Many years have gone into the creation of these problems, and in all likelihood, many years will be needed to make any significant progress in ameliorating them.

The diverse programs and approaches that have been described within the present paper demonstrate a belief that the problems afflicting Pittsburgh's at-risk youth can and must be solved. In contrast to the "quick fix" problem-solving approach, these programs and the people that support them have also elected to engage in long-term approaches in which progress is slow and often difficult to measure. Thus, if there is a weakness inherent in the Pittsburgh approach, it is that the optimism that exists around the creation of these programs might possibly lead to disillusionment and the perception that nothing has really changed.

However, the costs associated with doing nothing far exceed the risk of being perceived as having done nothing. The number of dropouts, pregnant teenagers, academic underachievers, and unemployable young people increases with each passing day. And, if nothing is done, the children of these at-risk children will almost certainly have the same bleak future awaiting them in a few years. Clearly, the time for action is now.

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APPENDIX A

PITTSBURGH BOARD OF PUBLIC EDUCATION

1980 BOARD PRIORITIES

I. STUDENT ACHIEVEMENT

II. DISCIPLINE

III. STAFF EVALUATION

IV. INDIVIDUAL SCHOOL IMPROVEMENT

PITTSBURGH BOARD OF PUBLIC EDUCATION

1986 BOARD PRIORITIES

I. STUDENT ACHIEVEMENT

*The Racial Achievement Gap
*Low Achieving Students
*Reading Achievement
*Mathematics and Science Achievement

II. STUDENT DISCIPLINE

*Preventive Measures
*Consistent Enforcement

III. FISCAL RESPONSIBILITY

*Cost Containment
*Additional Revenues
*Budget Revenues

IV. SUSTAINING INITIATIVES

*Staff Evaluation
*Holding/Attracting Students
*School Improvement Program
*Parent/Community Involvement
*Student Employability

APPENDIX C

MAYOR'S COMMISSION ON FAMILIES
1987-88 Commission Goals

GOALS	STRATEGIES	IMPLEMENTERS	TIMETABLE
1. 70% of all children and youth in high-risk neighborhoods or wards will perform at or above the 50th percentile on reading & math	70% over 50% School Achievement Campaign . affirmation of goal by schools . corporate-school partnerships supporting goal . church-school partnerships supporting goal . parent booster clubs Chapters of Our Families	Healthy Communities Board of Education PIE Religious leaders PTO, parents Healthy Communities	Fall, 1987 Fall, 1987
2. By the end of the seventh grade, 85% of all public school children living in high-risk areas will have been exposed to instructional units on Family Life Education	. Pregnancy Alert Team . Development of Family Life Education Program	Healthy Babies Healthy Families-Informational (I)	
3. Eighty-five percent primiparas will be provided instruction on how to improve pregnancy outcomes	. Pregnancy Alert Teams . Pittsburgh Book for Families . Development of Family Life Education	Healthy Babies Health Families-Informational (I) Healthy Families-Informational (I)	May, 1988
4. A directory of services, health, social, welfare, & recreational services in each high-risk ward or neighborhood should be made available to all service providers	. Distribution of directory of services for parents which lists agencies serving families & children in city (Family Coalition Publication) . Publication of Teen Yellow Pages	Healthy Families-Informational (I) Healthy Families-Social (II)	Fall, 1987 Oct, 1987

GOALS	STRATEGIES	IMPLEMENTERS	TIMETABLE
5. There should be almost no unintended births to girls 14 yrs. or younger; The fertility rate for 15 year olds should be reduced to 10 per 1000; The fertility rate for 16 year olds should be reduced to 25 per 1000; The fertility rate for 17 year olds should be reduced to 45 per 1000.	. Teen Pregnancy Prevention Week	Healthy Families-Social (II)	Oct. 9, 17, 1987
	. Mayor's Teen Council	Healthy Families-Social	Fall, 1987
	. Pregnancy Alert Teams	Healthy Babies	
	. School Wellness Centers	Healthy Families-Social (II)	
	. Chapters of Our Families	Healthy Communities	Fall, 1987
6. The proportion of women in any racial or ethnic group who obtain no prenatal care during the first trimester of pregnancy should not exceed 10%	. Pregnancy Alert Teams	Healthy Babies	
	. PSAs	Healthy Families-Informational (I)	Fall, 1987
	. Infant mortality documentary	Healthy Families-Informational (I)	Fall, 1987
	. School Wellness Centers	Healthy Families-Social (II)	
	. Chapters of Our	Healthy Communities	